

# **State Longitudinal Education Data Warehouse**

## **Program Charter**

**VERSION:** 1.6

**REVISION DATE:** October 23, 2007

District of Columbia's State Longitudinal Education Data Warehouse Project Charter

Executive Stakeholder	Mailing Address	Phone/Email
<p><i>I am the Executive Sponsor and Champion of the State Longitudinal Education Data Warehouse program and hereby certify the overall accuracy, viability, and defensibility of the content and estimates in this project charter.</i></p>		
<p><b>Executive Sponsor Signature</b></p>		<p><b>Date</b></p>
<p><b>Name:</b> Deborah Gist</p>		<p><b>Title:</b> State Superintendent of Education</p>

Executive Stakeholder	Mailing Address	Phone/Email
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<p><b>Technology Sponsor Signature</b></p>		<p><b>Date</b></p>
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Executive Stakeholder	Mailing Address	Phone/Email
<p><i>I am the Executive Sponsor of the State Longitudinal Education Data Warehouse program and hereby certify the overall accuracy, viability, and defensibility of the content and estimates in this project charter.</i></p>		
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<p><b>Executive Sponsor Signature</b></p> <p><b>Name:</b> Tom Nida</p>		<p><b>Date</b></p> <p><b>Title:</b> Chair of the DC Public Charter School Board</p>

Executive Stakeholder	Mailing Address	Phone/Email
<p><i>I am the Executive Sponsor of the State Longitudinal Education Data Warehouse program and hereby certify the overall accuracy, viability, and defensibility of the content and estimates in this project charter.</i></p>		
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## **1. Introduction**

The Office of the State Superintendent of Education (OSSE), in partnership with the Office of the Chief Technology Officer (OCTO) and key public education stakeholders, is developing a statewide longitudinal education data warehouse referred to as the State Longitudinal Education Data Warehouse program (data warehouse). The data warehouse will be the main repository of current and historical public education student data in the District of Columbia for education analysis, research and reporting purposes. The data warehouse will be populated with information extracted from disparate enterprise educational systems into a single comprehensive relational database. It will standardize student academic information currently stored in various local education agencies (LEAs) and track student information statewide over multiple years and in multiple education institutions.

Once built, the data warehouse will enable the sharing of critical information spanning early childhood, P - 16, post-secondary, and adult education across systems that track student learning, school and classroom performance. The data warehouse will ultimately link to other youth and adult serving systems to provide a comprehensive picture of the learners within the District of Columbia. This information will assist in meeting educational needs through better planning, trend analysis, performance projections, implementation, program evaluation, and stakeholder empowerment. The data warehouse will be designed to provide user-friendly database queries that produce standard and customized reports for various stakeholders. Stakeholders will be able to use the data warehouse to identify which schools and classrooms are closing the achievement gap, analyze the value of various education programs, determine which schools work best for particular types of students and identify teacher and other educational best practices that are improving student achievement.

This program charter provides the fundamental aspects of the program, such as the mission, vision, goal, stakeholder and scope analysis, milestones, financial information, communication plan and risk analysis. In addition, it also provides the known critical requirements that are necessary for the successful completion of this program.

The data warehouse program is divided into six separate but related subprojects, each of which is outlined in Section 1.5. Over the life of the program, however, it is anticipated that additional projects may be added to the program. Each project will be initiated with its own project charter.

## **1.1 Problem Statement**

1. There is no single automated system in place to ensure that every P – 12 student who enrolls at least once in an Local Education Agency (LEA) has a single unique identification number that remains consistent throughout the student's academic experience in the District of Columbia, irrespective of migration in and out of the state or between LEAs within the state.
2. There is no single system that tracks the movement of students within the state, as well as their progress from early childhood through adult and postsecondary education.
3. There is no single automated system that unifies education data at the state level to assess student, teacher, school and program performance; produce required state and federal reports; and provide access to timely, accurate and consistent data on public education in the District of Columbia.

## **1.2 Vision**

The Statewide Longitudinal Education Data Warehouse will enable a new culture that empowers educators, administrators, parents, researchers, policy makers, and private organizations with the data to make informed decisions that maximize student learning and achievement in their interaction with public school students in the District of Columbia.

## **1.3 Mission**

Create a state longitudinal education data warehouse that will constitute a unified data repository for all District of Columbia public education data systems that will support improved instruction, planning, management and evaluation.

## **1.4 Goals**

The goals of the state longitudinal education data warehouse program are:

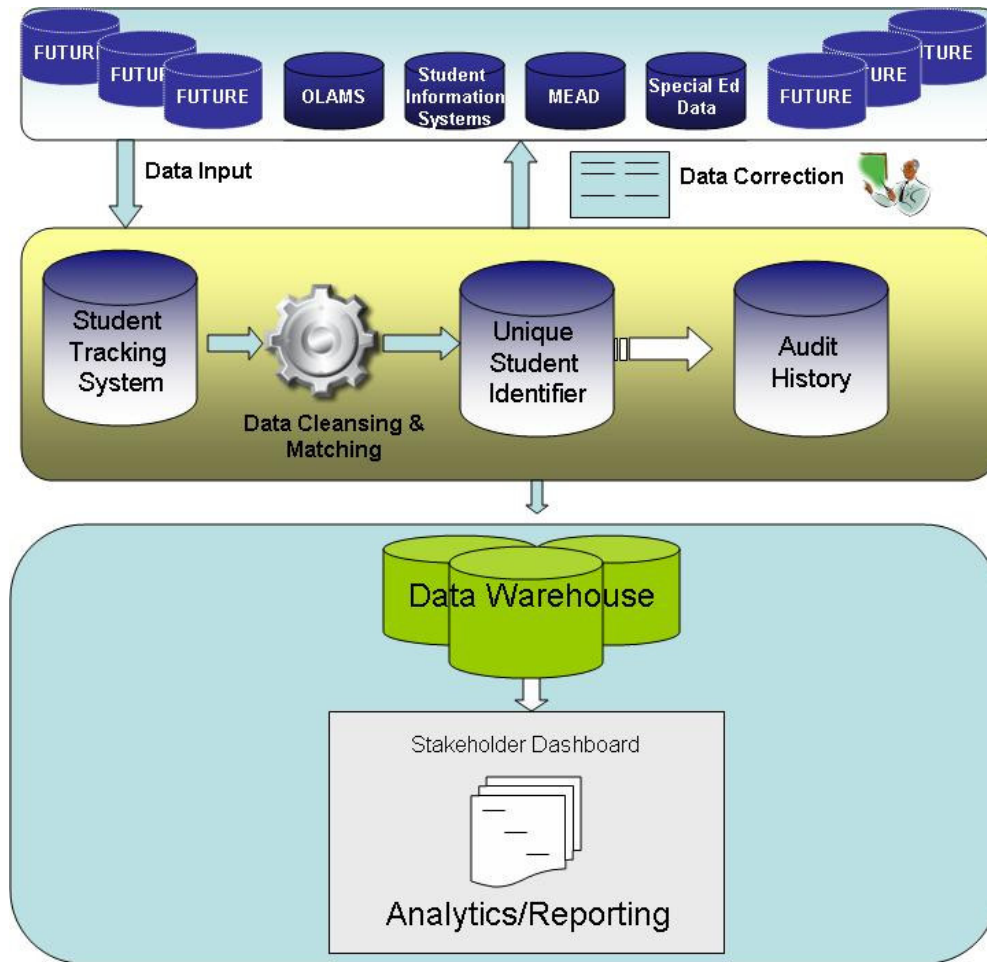
1. Provide education data that will allow stakeholders to make data-driven decisions to improve student achievement and meet student needs.
2. Allow for trend analyses of enrollment and other demographics for LEAs schools, programs and classes.
3. Assess which programs and curricula are improving student learning.
4. Reduce data entry efforts across disparate systems.
5. Improve data quality by implementing quality control measures that ensure data integrity, consistency and accuracy.
6. Streamline LEA, SEA and Federal reports.

## **1.5 Program Description**

The data warehouse program is divided into the following projects:

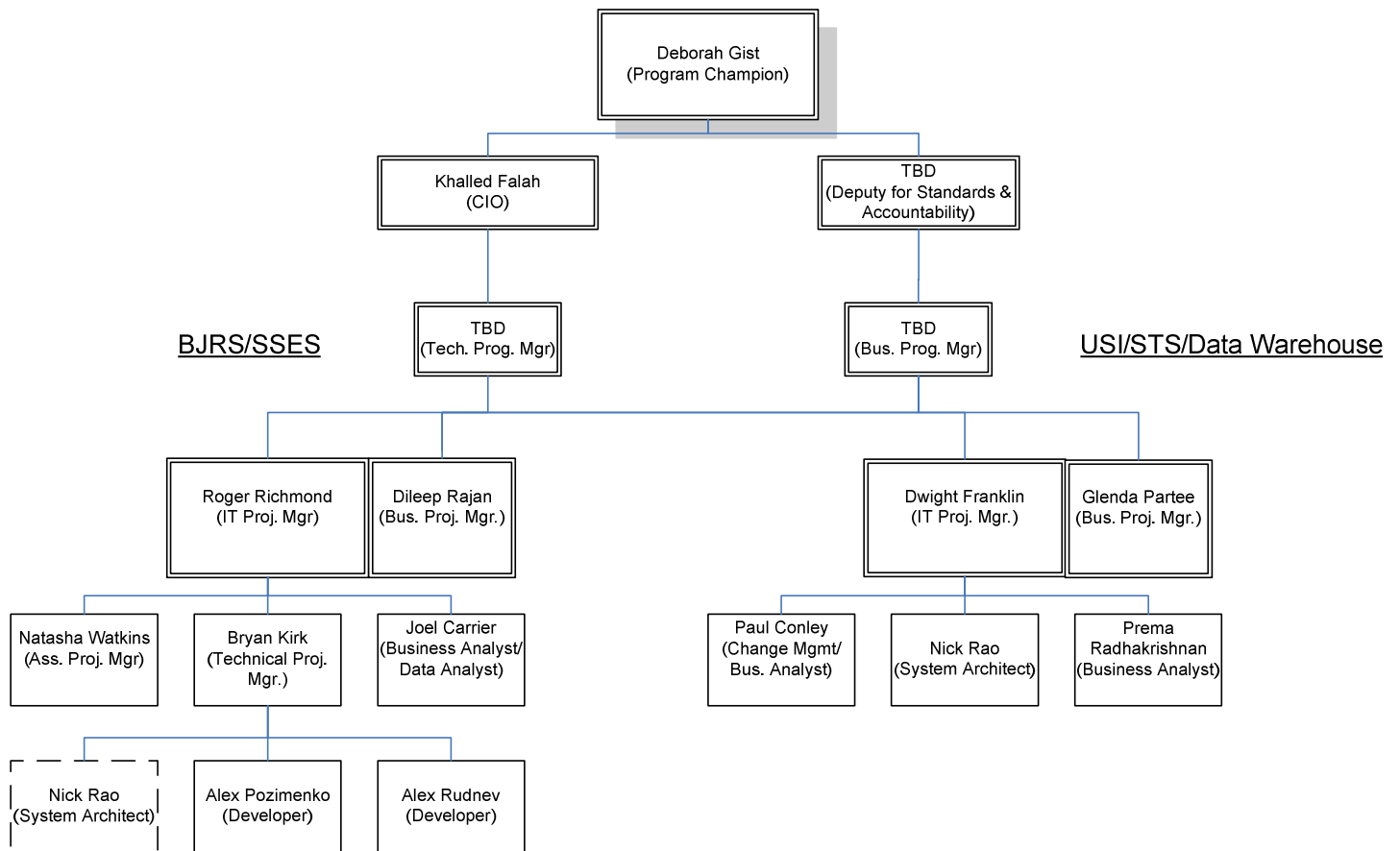
1. **Unique Student Identifier (USI)**- Establish an automated process to assign and maintain a Unique Student Identifier (USI). An accurate USI system will correctly identify each learner and match student level data from multiple systems.
2. **Student Tracking System (STS)**- Develop a Student Tracking System (STS) by integrating student Information Systems (SIS) to allow for timely determination of student attendance, enrollment and demographics.
3. **Statewide Longitudinal Education Data Warehouse**- Gather, cleanse, analyze, model and integrate disparate data that are determined to be relevant to the educational process.
4. **Blackman-Jones Reporting System (BJRS)**- Support and improve the data collection and reporting for the Blackman-Jones Consent Decree.
5. **State Special Education System (SSES)**- Establish a State Special Education System (SSES) that will track, report and standardize special education data collected across all LEAs for the purpose of documenting and ensuring required student education, services, progress and outcomes; and compliance, business management and performance management.
6. **Stakeholder Dashboard System (SDS)**- Create a user-friendly dashboard that will allow all stakeholders to easily view, relate, analyze and create reports from the data warehouse.

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## 1.6 Organization Chart



## 1.7 Acronyms

The following acronyms are used throughout this document:

Acronym	Name	Definition
DC CAS	DC Comprehensive Assessment Test	Annual Test with scores reported USED for NCLB and AYP Compliance
DCPCS	District of Columbia Public Charter School	N/A
DCPCSB	District of Columbia Public Charter School Board	N/A
DCPS	District of Columbia Public Schools	N/A
DME	Deputy Mayor for Education	N/A
EDEN	Education Data Exchange Network	N/A
FERPA	Federal Educational Rights and Privacy Act	Imposes limits on disclosure of student records by educational agencies and institutions. States must ensure data is being

		collected, shared and used in ways that comply with this federal law.
IEP	Individualized Education Program	
LEA	Local Education Agency	This is the DC Public Schools and the DC Public Charter Schools
NCLB	No Child Left Behind	Federal Law requiring accountability for student/LEA progress and HQT (Highly Qualified Teachers)
OCTO	Office of the Chief Technology Officer	Provides technology expertise and guidance
OST	Out-of-School Time	
OSSE	Office of the State Superintendent of Education	District of Columbia's state education entity
SEA	State Education Agency	The OSSE has SEA responsibilities for federal grants and programs
STS	Student Tracking System	System used to track student data and mobility
SSES	State Special Education System	Special Education System to be used by all LEA's; it will allow the State to track special education services provided to students, monitor student progress and product appropriate reports
UDC	University of the District of Columbia	N/A
US	United States of America	N/A
USI	Unique Student Identifier	Each student should have one (1) identifier.
USED	U.S. Department of Education	N/A

### 1.8 System Definitions

The following are some of the presently known systems that may have an impact on development decisions for transporting data to the data warehouse. As requirements gathering efforts evolve, this list may grow.

System	Definition	Owner
CAPPS	DCPS HR system	DCPS HR
Education Data Exchange Network (EDEN)	A set of K-12 statistical reports gathered from state agencies by the US Department of Education	DCPS/SEA (until the transition to the OSSE)

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ENCORE	Special Education system	DCPS
ELIS	Teacher Certification Tracking System	Office of Education Licensure and Accreditation (OELA) <Ken Bungert>
DCSTARS	Student Tracking System	DCPS
WINSNAPP	Food and Nutrition System	DCPS
OLAMS	DC Public Charter School Board sponsored Student Tracking System	PCSB
PowerSchools	Student Information System	Some PCS's
Project My Time	Out-of-School Time (OST) system with an initial focus on middle school grades	CYITC/Wallace Foundation
Blackbaud	Student Information System	Some PCS's
MEAD	Education Audit Data System	OSSE
OneApp	Grant Programs for Students Attending Colleges and Universities	OSSE

## 2. Roles and Responsibilities

### 2.1 Executive Stakeholders

The Executive Stakeholders are principal leaders of children, youth and adult serving agencies in the District of Columbia responsible for the collection, management, support and reporting of client and institutional-level data. The Executive Stakeholders have the following responsibilities:

1. Determine the political nature of various tasks and decisions and take the corresponding steps to address them.
2. Provide general oversight, guidance and recommendations during the entire life cycle of the project.
3. Review and monitor progress of the development team.
4. Facilitate timely decisions from higher-level policymakers and stakeholders.
5. Align the data gathering and reporting activities of their respective agencies.
6. Eliminate barriers to the data warehouse development and the sharing of data across agencies and longitudinally.
7. Provide executive level guidance where needed.

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### 2.2 Steering Committee Stakeholders

The Steering Committee is comprised of a multi-sector group of organizations, including representatives of the Executive Stakeholder agencies and representatives of major education

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data producers and users of student, school, local education agency, and postsecondary institution data.

The Steering Committee has the following responsibilities:

1. Provides feedback on work products.
2. Develops buy-in and reports back to their respective agencies and constituents on the progress of projects and priorities.
3. Informs their respective organizations and constituencies of the work product, vision, scope changes, issues and progress of the project team during the life of the project.

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### 2.3 Additional Stakeholders

The following stakeholders will be apprised of the project and used as sources for determining system requirements regarding data they may own for potential inclusion in the data warehouse. In addition, they will be contacted to determine their level of involvement in the project.

- Child and Family Services Agency
- Child Support Services Division
- Department of Employment Services
- Department of Youth Rehabilitation Services
- Department of Health
- Department of Human Services
- Department of Mental Health
- Department of Parks and Recreation

### 2.4 Core Project Team

The Core Project Team is composed of members that are dedicated to the project's success by carrying out the daily functions of the project. The Core Project Team has the following responsibilities:

1. Handle the day-to-day operations of the project.
2. Execute the project plan.
3. Ensure that all tasks and action items are assigned and completed in a timely manner.
4. Provide all deliverables as defined in this Project Charter and Requirements Document.

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## 2.5 Marketing Committee

Over the life of the data warehouse program clear, effective and consistent marketing will be needed to educate policymakers, educators, education advocacy groups and the press about the potential benefits of the data warehouse in pursuit of statewide student achievement and improved education decision making. A marketing committee will be formed from the individuals listed below.

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## 2.6 Change Control Board (CCB)

Information Technology systems are never static. The data warehouse will need to be enhanced as federal and state laws change, education programs are enhanced and education systems improve. The sole purpose of the Change Control Board is to stay close to the needs of the end users and update the data warehouse program team on changes that need to be incorporated over time. The CCB shall be comprised of the following OSSE stakeholders and executives.

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### **3. Business Process**

The following business processes and/or systems may be modified or automated by the project:

- Certification and Verification of Free Lunch Eligibility
- DCSTARS
- ENCORE
- Federal, State and School Reporting
- MEAD
- Student Data Entry
- Special Education Business Processes
- Special Education Determinations
- Special Education Hearings
- Student Enrollment Registration
- Student Transfers
- WINSNAPP

\*Note: There may be additional business processes defined as the project progresses.

#### **3.1 Assumptions**

The assumptions regarding the agency processes and constituent services affected by the proposed project follow:

1. The budget described in section 4 will be in place for the life of the project
2. Resource commitments from OCTO and OSSE will be maintained throughout the life of the project.
3. Stakeholders are sincerely vested in enhancing processes and technologies that will facilitate improvements in student learning.
4. Executive Stakeholders will support the project 100% and break down boundaries within their organizations if and when they exist.
5. Steering Committee Stakeholders will provide insight, resources and guidance where needed.
6. Required legal agreements will be signed/implemented in a timely manner

## 4. In-Scope and Out-of-Scope Analysis

This project will enable the sharing of critical information spanning early childhood, P-16 and post-secondary and adult education systems on student learning, and school and teacher performance. In time, it will link to other youth serving systems to provide a comprehensive picture of the learners of the District of Columbia to assist in meeting their educational needs through better planning, implementation, program evaluation, and stakeholder empowerment. The items listed in the out-of-scope column are out-of-scope for the initial projects and will be re-evaluated for integration into the data warehouse at a later date.

In-Scope	Out-of-Scope
DCPS Student Data	Health Information
DCPS Teacher Data	HSMP Client Matching
DC Charter Schools Student Data	Children Court Records (if it's in HSMP it should be in-scope)
DC Charter Schools Teacher Data	DC Private Schools with exception of Non-Public Private Placement students
Integrating Education Related Systems to Transport Data to the data warehouse	DC Independent and Parochial Schools
Define Business Process Changes that Impact Systems that Integrate with data warehouse (implementing projects to resolve these changes will need to be determined by the Steering Committee)	Non-DC Public and Private Schools with exception of Non-Public Private Placement students
Investigating the Usefulness of Current Educational Systems	Non-Education Related Systems
Role Based System Access for Stakeholders	Defining and Changing Education Curriculum
Include data to include P – 16	Business Process Changes that do not Impact Systems that Integrate with the data warehouse
Transferring Data to and from UDC	Ability to link to college majors or postsecondary training programs, except for CTE
Electronic high school transcripts	Financial data
Link to postsecondary institutions through OneApp and National Clearinghouse (Universities share data on students based upon SSN)	Student record matching with Department of Labor employment data
Online IEPs	
Individual Student Graduation Plans, including fields that capture chosen student Programs of Study (International Baccalaureate [IB], an	

Advanced Placement or University of Cambridge course sequence, one of the 50-odd CTE programs of study, etc.).		
CTE reporting		
Public and Non-Public Placement Information of students who are at schools that are not in DC (for special education and CFSA wards in other jurisdictions)		
Electronic Transcripts to Colleges and Universities		
Connect to HSMP		
Learner Achievement Data at All Levels (DCCAS, GED, SAT etc.)		
Schools track student performance on formative and other interim assessments (even if State doesn't have ability to see data; State and others may have access at aggregate level)		
Transferring student information between charters and DCPS		
Capturing student information from OST systems		
Out-of-School Time Data		
Integrate Systems		
Possible determinants of test scores--students per teacher, teacher's education and years of experience, time on task, amount spent per pupil on supplementary materials, whether computers are available and used in different ways		
LEA Service Providers Data		
Link employment information (Career-Technical Education and workforce and economic development data) with educational data.		

## **5. User Community Analyses**

### **5.1 Focus Group Purpose**

The SLED team will meet the below identified SLED users to gather education related requirements. The goal is to understand the needs of the variety of user groups that would like to access data in the SLED and the type of data to which they would like to have access. Data access will be based upon the role of the users determined during the requirements gathering efforts. In addition, the types of data the users will have access to must meet legal requirements, such as the Family Education Rights and Privacy Act (FERPA).

The following is the current SLED user community that will be used for Focus Group meetings:

1. LEA Curriculum and Instruction
2. LEA Research, Assessment and Evaluation
3. Community Based Organizations
4. Grantors
5. OSSE
6. OST Serving Organizations
7. Parents, including those of children with special needs, English learners, etc.
8. Principals
9. Research Organizations/Institutions/Universities
10. Teachers, including those of children with special needs, English learners, etc.

## 6. Major Project Milestones

### 6.1 Project Milestones and Dates

Following are descriptions and target dates for the project's major milestones and deliverables.

Milestone	Target Completion Date
Data Cleansing Tool Selection	8/15/07
Program Charter Sign-Off	10/15/07
Execute MOA's	Ongoing
Focus Groups (1 <sup>st</sup> Round)	10/15/07
SLED Website	10/25/07
Communication Plan	10/30/07
Report Requirements	10/30/07
State Student Information System Standard	11/1/07
Functional Requirements Document	11/10/07
Technical Requirements Document	11/10/07
Start RFP Development	11/8/07
Issue RFP	11/22/07
Award Data Warehouse Contract	3/31/08
Begin Data Warehouse Development	4/1/08
USI Production Implementation	5/31/08
Direct Free Meal Certification	9/30/08
State Special Education System	TBD
Student Tracking System	TBD
Teacher Tracking System	TBD
Online Dashboard	TBD

## 7. Critical to Quality (CTQ's)

### 7.1 High Level Requirements that are Critical to Projects Success

The following CTQ's must be met for the project to be deemed successful:

#	Module	CTQ
1	Accountability	<b>State Performance Accountability System-</b> Make substantial and highly significant improvements in the State Performance Accountability System required by section 113 of the Carl D. Perkins Act. The purpose of this Act is to develop the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs
2	Assessment	<b>State Wide Assessment Item Bank-</b> Help LEAs and teachers create formative assessments aligned to the DC CAS and to provide item analysis on standards tested
3	Audit System	<b>Data Quality Audit System-</b> A state data audit system assessing data quality, validity and reliability
4	Curriculum	<b>Student Performance Data on Standards reflected in the Curriculum-</b> Mechanisms exist for school and LEAs to ensure curriculum alignment with state standards, assessment and postsecondary and employment expectations. To serve as a guide to LEAs in tailoring curriculum aligned to standards, and college and the workforce requirements.
5	Dashboard	<b>Dashboard-</b> Easily view and manipulate reporting features of data in the data warehouse.
6	Drop Out	<b>Student Drop Out Data-</b> Document student reasons for early school leaving and associated demographic data
7	Drop Out	<b>Drop Out Tracking-</b> Track student and cohort level dropout data
8	Early Childhood	<b>Early Childhood Transition Tracking-</b> Track a student's progress as he/she transition from early childhood to P -16



9	Free Meal Data	<b>Direct Meal Certification for Food Stamp and TANF Students-</b> 1. Connect to the IMA system electronically and match IMA data to LEA SIS's. 2. When the system sends data of students that are eligible for Free Meals the data should only go to the schools that have the student. 3. Train PCS's, PCSB staff and OSSE on how to use system. 4. Reports a. Develop PCSB reports for which students are eligible for Free Meals by PCS b. Show percentages of students categorically eligible for Free Meals c. Reports of all eligible students by school for OSSE when they go out to the schools. d. Schools should only see data related to their individual school. e. OSSE and PCSB should be able to see all school Free Meal data.
10	Graduation	<b>Graduation Tracking-</b> Track student-level graduation data
11	Graduation	<b>Cohort Graduation Rate Tracking-</b> Assess cohort graduation rates as determined by the National Governors Association; track drop-out rates.
12	Individualized Education Program	<b>Standardized, On-Line IEP Data-</b> IEP information for special education students are provided in a standardized, up-to-date format for service providers, educators and parents.
13	Intervention	<b>Intervention Data Tracking-</b> Track students' "response to interventions" in the determination of special education status.
14	Intervention	<b>Intervention Data Evaluation-</b> Evaluate the performance of interventions implemented by the SEA.
15	Medicaid Billing	<b>State Level Medicaid Billing Information-</b> Track and audit Medicaid billing for special education students in LEAs.
16	Reports	<b>EDEN/EdFacts Reports-</b> Provide the USED with accurate data as required
17	Reports	<b>IDEA Reports-</b> Provide the USED with legally required reports under IDEA
18	Reports	<b>NCLB Reports-</b> Provide the USED with the legally required reports under NCLB

19	Reports	<b>Federal Data Requirements-</b> Incorporate federal data reporting requirements (e.g., of EDEN/EdFacts; No Child Left Behind, IDEA, DC-TAG and others).
20	Reports	<b>Report and Analyses-</b> Report and analyze student demographics, test and program information, data on untested students and the reasons they were not tested, and student-level enrollment
21	Reports	<b>State and Federal Reporting-</b> Store the necessary data for state and federal reporting requirements for student enrollment tracking and funding purposes; budgetary, facilities and support information; evaluating the impact of interventions, etc.
22	School Data	<b>School and Classroom Data-</b> size, location, type, etc.
23	Special Education	<b>Special Education Tracking-</b> Track and evaluate progress from early childhood through exiting special education services
24	Special Education	<b>Special Education IEP Tracking-</b> Track a special education student's IEP so that no matter where they go to school, their related services will not be interrupted.
25	Student Analysis	<b>Cross Query Data on Students in DC based on other city agency data systems-</b> For program evaluation; improved services based on the needs of the whole child/client. Provide alternative methods for establishing residency verification.
26	Student Analysis	<b>Student-Teacher Matching-</b> Link teachers to students in order to measure value added of a teacher's instruction.
27	Student Analysis	<b>Longitudinal Student Analysis-</b> Maintain student record for schools attended for longitudinal analysis
28	Student Analysis	<b>Student Record Matching -</b> Match student records between P - 12 and postsecondary education systems

29	Test Data	<b>Test Record Matching-</b> Match individual test records from year to year to measure academic growth
30	Test Data	<b>College Readiness Tracking-</b> Collect student-level college readiness test scores (SAT, PSAT, AP, IB, etc.)
31	Training	<b>Training-</b> Training is available for all LEAs and contributing data stakeholders; should be thorough and consistent for all LEAs. Proper training for data producers and consumers will ensure significant use and application of the data warehouse modules. Training directly translates into higher quality, trustworthy data in the data warehouse.
32	Transcripts	<b>Transcript Analysis-</b> Collect student-level transcript information, including information on courses completed and grades earned
33	Unique Student Identifier (USI)	<b>Unique Student Identifiers and Associated Data (State Level)-</b> Mechanism for conducting student enrollment counts; track student-level enrollment
34	Unique Student Identifier	A unique statewide student identifier that connects student data across key databases across years, including into postsecondary education
35	Unique Teacher Identifier	<b>Unique Teacher Identifiers and Associated Data (State Level)-</b> Ability to track attributes of teachers as individuals and as groups for certification, highly qualified status, subject taught, schools taught, Praxis scores, preparation, GPA, and to link to individual students

## 8. Governance & Communication Plan

### 8.1 Communication Plan

The following communication plan will be utilized for the life of the project:

Audience	Role	Message	Method/Channel	Frequency
Executive Stakeholders	Stakeholder	<ol style="list-style-type: none"> <li>1. Project Status</li> <li>2. Action Item Tasks</li> <li>3. Policy Issues</li> <li>4. Other Project Related Issues</li> </ol>	<ol style="list-style-type: none"> <li>1. Executive Team Meetings</li> <li>2. Meeting Minutes</li> <li>3. Individual Meetings</li> <li>4. Progress Reports</li> <li>5. Presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. As needed</li> </ol>
Steering Committee	Stakeholder	<ol style="list-style-type: none"> <li>1. Project Status</li> <li>2. Feedback/Guidance</li> </ol>	<ol style="list-style-type: none"> <li>1. Executive Steering Committee Meetings</li> <li>2. Meeting Minutes</li> <li>3. Presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Regularly Scheduled Monthly meetings</li> <li>2. As Needed</li> </ol>
Deborah Gist	Champion	<ol style="list-style-type: none"> <li>1. Set Project as a priority in OSSE</li> <li>2. Manage OSSE Budget Commitment</li> <li>3. Promote Project to DC Council members and Mayor.</li> <li>4. Provide visible commitment.</li> <li>5. Raise any issues or concerns</li> <li>6. Provide Assistance and Remove Roadblocks</li> </ol>	<ol style="list-style-type: none"> <li>1. Meetings</li> <li>2. Status Reports</li> <li>3. Meeting Minutes</li> <li>4. Presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Regularly Scheduled weekly meetings</li> <li>2. As Needed</li> </ol>
Vivek Kundra	Sponsor	<ol style="list-style-type: none"> <li>1. Establish the project as an IT priority</li> <li>2. Provide guidance to project team</li> <li>3. Maintain visible commitment to the project</li> <li>4. Review project</li> </ol>	<ol style="list-style-type: none"> <li>1. Meetings</li> <li>2. Status Reports</li> <li>3. Meeting Minutes</li> <li>4. Presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Regularly Scheduled Weekly Meetings</li> <li>2. As Needed</li> </ol>

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		progress 5. Provide Assistance and Remove Roadblocks		
Dwight Franklin	Project Manager	<ol style="list-style-type: none"> <li>1. Manage and Provide Leadership to the Team</li> <li>2. Use Project Management Methodology</li> <li>3. Call and Facilitate Meetings</li> <li>4. Handle and/or Assign Administrative Details</li> <li>5. Orchestrate all Team Activities</li> <li>6. Oversee Preparation for Reports and Presentations</li> <li>7. Create and Maintain Channels that Enable Team Members to Communicate and Work Efficiently</li> <li>8. Share Project Leader Responsibilities with Other Team Members</li> <li>9. Serve as the Contact Point for Communication Between the Team and Other Areas of the Organization</li> <li>10. Develop ways of Updating others that may be Affected by the Team's Work</li> <li>11. Keep Official Project Records</li> <li>12. Participate as a Full-Fledged team Member</li> <li>13. Implement</li> </ol>	<ol style="list-style-type: none"> <li>1. Manage Core Project Team</li> <li>2. Develop and Manage Project Plan</li> <li>3. Manage Action Items</li> <li>4. Provide Status Reports to Stakeholders, Champion and Sponsor</li> <li>5. Immediate Notification of Issues that will Affect Product Quality, Project Timeline and/or Budget</li> <li>6. Participate fully in Working Sessions, Meetings and Discussions</li> </ol>	<ol style="list-style-type: none"> <li>1. On-going meetings and emails</li> <li>2. Publish project plans, schedules and other relevant information</li> <li>3. Develop Requirements Document</li> </ol>

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		Changes Recommended by the Team that are within the Bounds of their Authority 14. Report Progress in Regular Status Meetings to the Project Sponsor and Project Champion		
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## 9. Risk Analysis and Mitigation

Issue/Risk	Date of Impact	Impact	Mitigation
Funding	Throughout Project	Delay development and schedule	Communicate budget issues and concerns with executive level leadership.
Missed Requirements	Throughout Project	Potential delay in gathering required information for development; Rework; Cost and Schedule impact is determined on case-by-case basis	Conduct User JAD Sessions and all Functional and technical requirements documents need to complete a full review cycle with stakeholder sign-off
Delays in Professional Services Procurement	Initiation Project Phases	Procurement delays within the District of Columbia create significant delays in Aggressive Schedule	Communicate status & delays to executive OCTO leadership & PMO
IT Governance within Stakeholder Agencies	Throughout Project	Requirements Gathering efforts could be delayed if Stakeholder Agencies are not supportive and responsive to meeting requests, answering questions and providing information/data.	Work closely with Executive Leadership to keep them abreast of issues, concerns and delays.
Authority for Sharing Student Data	Throughout project	Delays in establishing legal agreements for sharing student data will impact USI/STS/Data Warehouse project schedules. Data analysis tasks could be delayed further impacting the ability to implement required systems as planned.	Work with Executive Stakeholder's to establish procedures for obtaining required consents to share student data.